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What Factors Influence Demotivation in Finnish Language Learners? An Exploratory Study-Related  
Events and Motivational Factors

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An ever-globalizing world places further emphasis on the need for language skills that are essential for international communication. The complexity and motivation involved with language acquisition can be daunting, dissuading learners and threatening the engagement of language learning. Understanding the learner's motivation is a crucial factor in creating an effective learning environment that caters to the student's needs.

As there are plenty of studies focusing on learners of English as foreign language, but not about those who are attempting to learn Finnish, the aim of this qualitative study is to explore experiences deemed to be demotivating as reported by learners of Finnish. This was achieved by asking the following research questions: What are the demotivating elements described by Finnish Language learners during a five-week case study? How are the reported demotivating experiences influencing the overall motivation of students?

Dörnyei's (2009) Active motivation theories and categories influenced by Sakai & Kikuchi (2009) as a cornerstone, this research delves into analyzing Finnish language learner's motivational aspects in comparison to the already established research on English language learner's motivation. Analyzing differences in demotivators based on implemented languages and speaker population size.

This study analyzed the overall motivation and self-reported demotivational events of eight Finnish language learners over a five-week study. Participants detailed their weekly levels of motivation for learning Finnish, as well as events they encountered that could be deemed to be demotivating. Students were all university-level and participating in Finnish language courses on their own volition. Descriptions were analyzed and classified into categories, identifying key factors of the reported events.

Results indicate that, while there are no unique phenomena in language learning demotivation related to Finnish language learners, they find themselves experiencing similar types of demotivation as English learners. Reported intensity of demotivational effects of events in different categories differs from that of English learners, however. Therefore, motivation doesn't behave identically in every language and results suggest that such circumstances should be considered during the teaching and learning process.

Keywords: Motivation, Finnish, Language Learning, L2 Motivation, Demotivation.

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## **1. Introduction**

The motivation of students is a quintessential part of their learning process, which is why educational research places such a high value on understanding the connections between motivation and learning (Dörnyei, 1998). In recent decades a number of motivation focused research studies have grown to emphasize the role of motivation in the learning process; an increasing number of publications on the subject show the growth of research linked to this topic. Many of these research theories suggest that motivation affects all aspects of the knowledge transfer process (Dörnyei, 2010). Motivation is considered to be the driving force behind any person's ability to continue progressing within a setting (Dörnyei, 2010). According to Dörnyei's theories, Language learning - in an educational setting - simply requires active personal motivation. Dörnyei's theories of motivation state that motivation is not a stagnant concept but an active state of both processing and being; This process includes fluctuations of the learners status within the realm of motivation

As a result of the motivation and work required to learn a new language, many language students may perceive the task as daunting (Aladdin, 2013). To understand how second language or L2 learners (learners of a foreign language but, not necessarily their second) are moved to action, it is imperative that researchers first understand motivation from the language learning perspective. "Demotivation refers to the specific external forces that reduce or diminish the motivational basis of a behavioral intention" (Dörnyei 2001a, in Ghadirzadeh, Hashtroudi, & Shokri, 2012). Because of Dörnyei's definition of demotivation, the researcher believes that motivational influences may play an integral role in the attitude towards Finnish language acquisition. A negative attitude towards Finnish language learning, Finnish culture, experiences regarding the students learning process or personal feeling of competence could directly or indirectly influence a student's motivation regardless of their internal incentive.

The possible positively correlated impact on the learner's motivation created by positive influences is further supported in the study completed by Gessnitzer, Schulte and Kauffeld (2016) where they state "Self-efficient statements in the whole coaching process, results further show that self-efficient statements from every session...were linked to goal progress (p.306)". In said study, positive self-talk and its effects on performance was examined. Findings from Gessnitzer, Schulte and Kauffeld (2016) support the concept that the positive interactions can increase performance of language students. The correlation between positive interactions and motivation raises questions about a possible correlation between negative interactions and de-motivation. Additionally, research completed by Cameron and Pierce (1996) identifies external motivators, such as rewards, as being the main incentive for learners

who participated in their 1996 meta-analysis “The Debate about Rewards and Intrinsic Motivation: Protests and Accusation Do Not Alter the Results”. The compilation implies that external motivators can be as effective as internal motivation. It is also argued by Cameron and Pierce that, external motivation is intrinsically linked to the motivational process. Despite the outré idea that is proposed by Cameron and Pierce, learning motivation research has continued to fixate on the internal drivers reported to influence students. The focus on internal motivators has been explored to a deeper extent and is often more commonly examined in the motivation studies related to language learning. Dörnyei’s approach to motivators is that of an active one. Dörnyei’s theory suggests that motivation is an active process rather than a static state of being. Dörnyei’s view of motivation identifies it as a process rather than a set entity. The idea of active motivation, relevant in language acquisition, remains an dynamic research topic. Research in language learning motivation is quickly emerging as a top research component in the field of Educational studies in language acquisition.

While research on education and learning motivation of language learners has seen a rapid influx in the past ten years, the focus of most studies has been on English language learners due to the accessibility of that particular group. As English is the modern lingua franca, it has saturated educational, business and social communities. The lack of expansion in L2 learning research to other languages is noted by leading researchers in the language learning motivation field (Ushioda & Dörnyei, 2017). Further emphasis on the recent influx of research on language learning, motivation, and L2 identity is saturated with English language learners. English, currently holding a global position as the language of the globalizing world, provides researchers with easy access to EFL (English Foreign Language) learners. The ease of accessibility leads to a domination of studies being conducted on English learners, which in-turn leaves a gap in the research regarding other, less popularly spoken languages. Simultaneously, the majority of students participating in the L2 studies reside in their home countries, providing them with little chance of interaction in their target language-speakers while learning foreign language. Because these learners then proceed about their day-to-day life in, presumably, their native language, the ability to return to language normality outside of the classroom creates a different environment for EFL learners. The focus on EFL as opposed to ESL learners or learners of a language other than English leaves a research gap, leaving not only some English language learners but learners of other languages outside of the current research focus. In this particular research, we analyze L2 learners of Finnish as a representation of non-English language acquisition as well as students that are not located in their native country.

## **2 Theoretical framework**

Investigating motivation in language learning is a key point to the genesis of understanding how events and internal dissonance affects students, during their language learning process. Motivation plays an integral role in understanding the development of a student's learning process. One of the most influential research outlooks to motivation in language acquisition is Dörnyei's research on the topic, and thus it forms large part of theoretical framework of this research. Additionally the foundations cemented by Sakai and Kikuchi (2009) establish the groundwork for categorization of demotivators reported by language learners in the present study.

### **2.1 Motivation in L2 acquisition**

Motivation has a diverse meaning that spans across every element of human aspiration. In L2 learning, motivation presents a unique situation. Due to the individualism of language and language acquisition in itself, as explained by Dörnyei and his leading research on the topic. Dörnyei's research in the field of L2 motivation, as well as the subsequent work of others affords foci and foundations for current research. The culmination of said research describes motivation in language learning as being multifaceted. The common conclusion is that a multitude of parts contribute to how humans experience both positive and negative motivation during the language learning process. (Adara, 2018., Sakai, & Kikuchi, 2009., Akay 2017).

Dörnyei explains that motivation in language learning should not be treated as static entity. Rather, researchers should be treating motivation as a process. This view on motivation can provide a firm understanding of all elements that come to play out during the language learning process. Dörnyei provides references to Gardner and suggest that language learning and motivation require an identity in the target language. "L2 also involves the development of some sort of 'L2 identity' and the incorporation of elements from the L2 culture" (Gardner, 1958 in Dörnyei, 1998).

#### **2.1.1 The Attitude/Motivation Test Battery**

Gardner's theories of motivation are characterized by two main points, Instrumental orientation and integrative orientation. Instrumental orientation consisting of knowledge that is of a practical value to the learner. An example of this in the language learning community would be a student learning Mandarin

to pursue a job in international business. Integrative orientation involves a learner being motivated for their own personal interest on the topic. An example of integrative motivation would be the same student learning Japanese because of a fascination with the culture. However, Gardner's theory is met with arbitration. These debates are central to the vocabulary used in the theories. Without clear guidelines within the theory concepts and names become unclear and have led to misinterpretations. Therefore, Gardner's theory of motivation in L2 learning has, while highly acclaimed, been misinterpreted. Popular misinterpretations of said research tends to differ compared to the actual theory, this is due in part to scholars paying attention to two motivational components that are prominent in Gardner's theory (Dörnyei, 2005). Focus tends to remain on the affective or interrogative orientation as well as the utilitarian or instrumental orientation. While the interrogative orientation falls directly into the Gardner's motivational theories, utilitarian is only mentioned in passing and is not core concept of motivational theories. Rather it is a reference point extending to deeper variables influencing motivation on the psychological level. (Dörnyei, 2005). Gardner proposed The Attitude/Motivation Test Battery (AMTB) as a subsequent way of analyzing and gaining deeper understanding of a language learner's over all motivation levels. Consisting of over 130 items for participants to answer the AMTB has been adapted for learning situations worldwide affording a reliable metric of motivation for education.



<b>Subscale</b>	<b>DESCRIPTION AND EXAMPLE</b>
<i>Amotivation</i>	A lack of motivation caused by the realization that ‘ <i>there is no point...</i> ’ or ‘ <i>it’s beyond me...</i> ’ E.g., [Why are you learning the L2?] <i>Honestly, I don’t know, I truly have the impression of wasting my time in studying a second language.</i>
<i>External Regulation</i>	The least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g., teacher’s praise or parental confrontation). E.g., <i>Because I have the impression that it is expected of me.</i>
<i>Intrinsic Motivation: Knowledge</i>	Doing the activity for the feelings associated with exploring new ideas and acquiring knowledge. E.g., <i>For the satisfied feeling I get in finding out new things.</i>
<i>Intrinsic Motivation: Accomplishment</i>	Sensations related to attempting to master a task or achieve a goal. E.g., <i>For the satisfaction I feel when I am in the process of accomplishing difficult exercises in the second language.</i>
<i>Intrinsic Motivation: Stimulation</i>	Sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. E.g., <i>For the ‘high’ feeling that I experience while speaking in the second language.</i>
<i>Identified Regulation</i>	The person engages in an activity because he/she highly values and identifies with the behavior, and sees its usefulness (e.g., learning a language which is necessary to pursue one’s hobbies or interests). E.g., <i>Because I think it is good for my personal development.</i>
<i>Intrinsic Motivation: Knowledge</i>	Doing the activity for the feelings associated with exploring new ideas and acquiring knowledge. E.g., <i>For the satisfied feeling I get in finding out new things.</i>

**Figure 1 AMTB Language learning Orientations Scale for Motivation (Dörnyei, 2005 p. 78)**

With these categories, the AMTB can calculate both the motivation of a participants as well as make predictions generalizing the motivational behavior of said participants. This is because motivation leads to behavior and behavior leads to outcomes (Dörnyei, 2005).

### 2.1.2 Attribution theory

The dominating model of learning motivation in the 1980's was the attribution model. The attribution model linked a learner's past experiences with current ones. This was the first motivation model to do so. This model introduced *causal attributions* as the arbitrating connection, as the key theme of the theory. Bernard Weiner, (1992) in Dörnyei, (2005) elaborates on the subjective reasoning for student's success or failure. Learners linking past failures as possessing poor task ability leads to a lack of effort and a lower likelihood of students attempting the same or similar tasks again. This is particularly relevant in the motivation in language learning research community because of high frequency of (perceived) failure amongst language learners. Dörnyei, (2005) believes that attribution theory may play a critical role in understanding learning perception and motivation. According to Weiner's theory as cited in Dörnyei (2005), A learner's motivation is both unstable and internal. This implies that motivation is not a stagnant entity, but able to change and adjust depending on factors presented at the time of learning.

### 2.1.3 process-oriented motivation

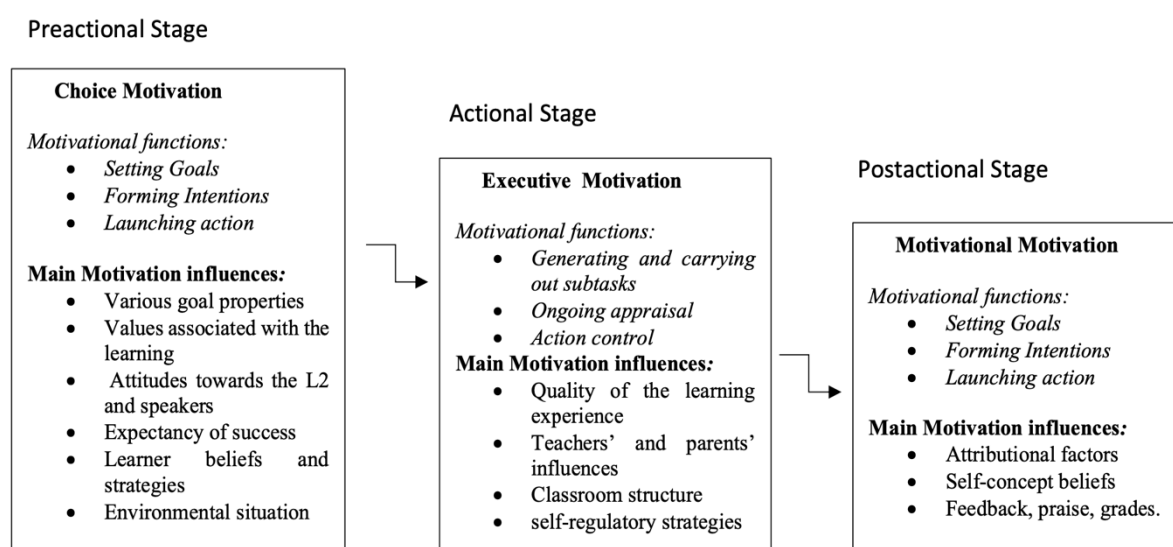
Dörnyei agrees that together with the above theory of attribution, motivation of learners must be examined with its relation to the individual learner. The learner's experiences, behavior and environment play critical roles in motivation levels. The *process-oriented approach* affords the ability to account for daily changes of learner motivation. Motivation is not a static attribute but rather fluctuating and situationally relevant. Learner motivation can fluctuate over Months, days, even with in an individual classroom session. This is specifically why Dörnyei argues for a dynamic motivation theory affording recording of such fluctuations. Specifically, with language acquisition being an extended process Dörnyei (2005) argues that models of motivation that allow for fluctuation in learner's experience over time are key to completing and understanding learner motivation over extended period of time.

Dörnyei and Ottó in Dörnyei (1998) offer their own L2 motivational cycle theory consisting of three parts. With this Dörnyei and Ottó attempt to operationalize the process-oriented concepts in L2 motivation. Dörnyei (2005). This motivational model focuses on goal-oriented motivation in reference to language acquisition, following similar cycles as seen in the self-motivated learning models by which learners set goals, act, and evaluate their function. These three actional phases are coined as the following:

1. *Preactional stage*: In this initial phase the learner's motivation needs to be produced. This motivation is also sometimes referred to as *choice motivation* since this generated motivation is used in the selection of the attempted goals and tasks a learner may attempt.

2. *Actional stage*: the created motivation must be actively maintained in the second stage. In this stage motivation must be *protected* and *maintained* for a learner to achieve their goal. This has also been referred to as *executive motivation*. This specific type of motivation is especially important in learning situations as, students are susceptible to distractions and may drift off-task.

3. *Postactional stage*: The final stage is completion of the action. The third stage in L2 motivation is *retrospective motivation*. This third phase of the motivational cycle student analyses their experiences and evaluated both the level of their success, or failure, and the methods they used to obtain that outcome.



**Figure 2 Model of L2 motivation**

The three actional stages are associated with different types of motivation. Dörnyei and Ottó (1998), theory of process-oriented motivation addresses the problem of the motivational stages requiring and influencing additional types of learner motivation. This perspective on motivation allows for the distinction of motivational stages where other perspectives fall short.

#### 2.1.4 Demotivating influences and their categorization

Analyzing the motivation of EFL and ESL learners could lead to greater understanding of the motivation in L2 learners of any target language. A study completed by Li and Zhou in 2017, whose survey was directly based on the 2009 study by Sakai and Kikuchi, separates some of the demotivating influences reported by learners into basic groups. These categories are thought to directly influence the motivation of students in both positive and negative ways, depending on the stimulus. These categories included: Teachers, Classrooms, Experiences of failure, Classroom environment, Class materials as well as lack of interest. (Sakai & Kikuchi, 2009) These categories were further divided into two separate categories based on internal or external motivation. While analyzing demotivation and motivation in EFL/ESL learners, it is imperative to understand and define both intrinsic (internal) motivation as well as extrinsic (external) motivation a part of the students drive to attain fluency in their target language. With the current globalization trends, it is especially important as global trends demand plural lingual skills in students around the world. The rapid influx of language learners in turn affords for researchers to study growing trends in the influence that motivation and demotivation play on a learner's motivation during their learning process.

### 2.2 Ten Commandments of Motivation

In a 1998 study Zoltan Dörnyei and Kata Csizer established what would come to be known as the 'Ten Commandments' for the motivation of language learners. The commandments presented in Dörnyei's research established the baseline for motivation within the L2 classroom. The creation of a positive environment for learners to have an equal start within the classroom provides a good foundation for looking into what may demotivate. Many of the reported demotivators expressed by students fall into the already predetermined quintessential motivator categories as reported by Dörnyei and Csizer (1998). The key elements depicted by Dörnyei and Csizer focused on external methods of motivation for students with nine of the ten 'Commandments' focused on extrinsic motivations.

The first commandment created by Dörnyei and Csizer (1998), was to set a personal example with your own behavior, finding that personal confidence influenced learners. Second, Dörnyei and Csizer state that a pleasant environment is a key influencer in a student's motivation, referencing Gardner's model of situational attitude and learning. The third key element in keeping L2 students motivated was proper presentation of tasks. Commandment four states that teachers should establish positive relationships with students to help promote the growth of a safe environment. Five was the outlier in external motivators. While it requires external patterns, increasing a learner's confidence is an imperative part of language

learning and motivation. The sixth requirement for maintaining motivation in the language classroom was interesting classes. Engaging and interesting classroom activities are a requirement to hold attention and maintain motivation amongst learners. Commandment seven is to Promote learner autonomy, stating that learner autonomy and motivation are interlinked with self-regulatory methods and promoting these abilities in learners assists in them gaining the confidence and skills needed to stay motivated during their learning. Personalize the learning process is the eighth commandment; stating that the learning materials need to be relevant to the learners. Teachers should be adjusting the curriculum, adjusting classes to the learners needs and what is relevant in their lives. Commandment nine, Increase the learners' goal-oriented behavior, states that learners require clear achievable goals to feed their motivation and move forward with their learning. Commandment ten, familiarize learners with the target language culture; learners' feelings, such as those in regard to the target language culture, are a predisposition toward their target language. The tenth commandment of language learning motivation may influence their motivation in regard to learning. By helping learners connect with the language, forming an identity in its motivation can be cultivated and developed .

However, demotivation is not as clearly structured. Demotivation and motivation often seen as opposites are both active states of being within a student's learning process.

### **2.3 Demotivation**

Dörnyei's accepted definition of demotivation, from his spearheading research on L2 learning motivation, describes the learner and their state as "someone who was once motivated but has lost his or her commitment/interest for some reason" ( Dörnyei, 2001 P.142). Dörnyei's definition is key to understanding the results of motivational studies as it draws a clear line explaining how demotivation should not in fact be viewed. Demotivation is in fact not the opposite of motivation. Demotivation by definition implies that a person is required to initially have some type of motivation for the topic. We can therefore conclude that the opposite of motivation would be having no motivation at all, whereas demotivation implies a decline in initial motivation. The difference between the two is a key point and the determining factor in how researchers view participants, and we attempt to separate demotivated participants from those with no motivation. The phenomenon of demotivation occurs, in an educational setting, when a learner experiences internal or external influences that affect their emotional capacity to continue participating with their study goals. The phenomenon of demotivation is experienced by every learner at some point of their learning journey.

## **2.4 Motivation VS Amotivation**

The concepts of no motivation and demotivation are different. The concept of amotivation, was coined by Deci and Ryan in 1985. Amotivation is undisputedly different than the aforementioned types of motivation. Amotivation is distinct in the fact that it involves a feeling of detachment as well as dissociation between the learner's actions and results. Those experiencing this phenomenon feel as if they do not have control over the outcome of their efforts. This is in direct contradiction with the colloquial definition of both amotivation and demotivation – implying an unwillingness. The differences between demotivation, amotivation, and no motivation are essential in understanding the emotional state of the learner and clearly defining their feelings toward the learning materials. A clear division between the three definitions is also imperative to understanding research results rooted in the motivational states of participants. The need for a clear definition of the different subcategories of motivation, both positive and negative, are especially true while analyzing the effects of events on demotivation.

## **2.5 Research on Demotivation in Language Learning**

Research in demotivation as a part of the language learning field started to emerge in the mid 1990's. Pioneers such as Gorham and Christophel advanced the concept that would later be further developed and made applicable to the language learning community by Dörnyei. In 2001 Dörnyei was at the forefront of research of demotivation in language learning. His study of 50 Hungarian secondary school students established the baseline of influencers that has been used in continuing research throughout the world. Researchers influenced by the results of Dörnyei proceed to analyze the motivational influences noted by his research and explore the internal working of demotivation in language learners.

## **2.6 Demotivating Influencers in language learning**

For demotivating elements to be considered external, they must encompass forces that affect the learner's motivation negatively during the knowledge exchange process and cause negative feelings toward the topic. Major demotivators have been identified across studies. There are specific demotivators that seem to transcend cultures and influence the motivation of learners internationally. Connections between demotivators in language learners have become apparent with the sudden growth of interest in the motivation of these learners.

## **2.7 Interpersonal Interactions**

As most studies related to the topic of demotivation are focused on the EFL students, interpersonal interactions in or about the target language are generally limited. The lack of available interaction in the target language leaves students dependent on their learning environment to obtain interaction in the target language, with the teacher and peers being the most widely available interactions.

Ghadirzadeh al., (2012), study found that English language learners in Iran attributed their motivation and learning value to the view of others. “English language learning, the feedback and judgment of important others like parents, teachers and friends about learners’ operation focuses on the intrinsic characteristics of individuals” (Ghadirzadeh al., 2012).

Dörnyei in 1998 reported that parents, peers and teachers also play an essential role in student motivation. Influence from peer attitudes is further exemplified in Sakai and Kikuchi’s 2008 study. Students here stated they were impacted by other classmates’ negative attitudes towards English language learning and it influenced their own motivation. Students also reported feeling demotivated after having their language skills compared to their fellow classmates as well as being influenced by the study habits of peers (Li & Zhou, 2017).

Negative familial experiences also play a role in the motivation of students. As explained by one participant of Rashidi, Rahimi and Alimorad (2014) study, after being told by their family English as a subject was not practical and they should be studying engineering.

## **2.8 Personal confidence**

Students personal feelings and initial motivation can influence their emotions and how they feel affected by events within the learning setting. As established by Sakai & Kikuchi in their 2009 study, a lack of self-determination and motivation correlated with how strongly students feel the effects of demotivational events. “lack of intrinsic motivation was more demotivating for less motivated learners than for motivated learners” (Sakai & Kikuchi, 2009). The results from Sakai and Kikuchi exemplify the notation that students who are previously demotivated in their English learning studies will feel the effects of demotivators more intensely than their peers with higher levels of motivation “ participants with almost no motivation and with little motivation found the three factors to be more demotivating than participants with moderate motivation and with high motivation” (Sakai & Kikuchi, 2009).

The factor ‘Lack of perceived individual competence’ as reported by Ghadirzadeh al., (2012) was noted by less motivated Iranian students and demonstrates how students’ own views and self-evaluation influences their motivation levels. The lack of self-confidence observed in students may cause them to doubt their language abilities (Kim, 2015). The learner’s self-doubt may be linked with demotivation experience by experiences learners have previously come across in their studies.

## **2.9 Learning content/ availability**

Learning materials appear to play a key role in learners’ education and motivation. Learners report the classroom materials as a high importance factor in their motivation while learning. Sakai & Kikuchi (2009) research ranked of content materials in EFL learning as one of the most salient demotivators of Japanese EFL learners. Japanese learners also expressed that grammar heavy textbooks were a demotivating influence on their learning experience. These learners explain that long and complicated passages were demotivating to them as learners. On a 5-point Likert scale, students participating in the 2009 study replied with an average of 2.85 on how demotivating they found Learning contents and materials to be within their studies.

In a more recent 2020 study conducted by Amirreza Vakilifard, regarding the demotivational elements that influence Persian learners are analyzed. It was found that demotivation from poor learning content is influential on multiple types of learners. Demotivation from these materials is seen to transcend gender, age, nationality, and education. Participants of the current study reported an average ranging from 2.43-2.60, dependent on gender, age, nationality and education, on a 5-point Likert scale in reference to learning contents as a demotivating influencer in their language learning experience. Learning contents was the highest reported demotivator in the present study.

The influence of learning materials on students appears to have a salient influence on language learners. It appears to be saturating the very essence of the learner’s attitude toward language learning and influencing learners across cultures and languages as multiple studies exhibit the reality of these elements possible impact on motivation.

## **2.10 Comprehension**

Research completed on EFL learners such as the work completed by Kim in 2015 concludes that student’s motivation could be influenced by their test scores. Students view their grades as a significant representation of the level of their English language skills. Students views of the mandatory English



studies lacking in practicality appears to be negatively impacting learners due to its focus on test taking. “a lack of improvement in test scores and a lack of communication experiences had significant influence on the students’ demotivation” (Kim, 2015). On the established 5-point Likert scale by Sakai and Kikuchi (2009) participating students replied with an average of 2.83 of how demotivating they found their test scores to be. Learners lack of ability to perform on tests could allude to overall comprehension – or ability to express linguistic understanding impacts the learner’s overall motivation.

#### 1.10.1 Teacher practices.

Researchers have indisputably found that teacher’s competence and practices play an integral role in the motivation of EFL/ESL learners. Elements such as classroom management, teacher’s flexibility in adapting lessons, as well as in utilizing modern technology all play role in the motivation of students, Akay also noted a participant saying, “Inability to use instructional technology and materials effectively and correctly decreases our motivation S.17” (Akay, 2017). The ineffective use of technology in the classroom by the instructor was found to be demotivating by 55.7% of Akay’s participants. Additionally, Sakai & Kikuchi’s Japanese students also found that the teaching style and proficiency of their instructors influenced their motivation levels. Finding what students deemed Inappropriate characteristics as demotivating. Akay (2017), Ghadirzadeh al., (2012) and Sakai and Kikuchi (2009) Identified similar conclusions that the competence of instructors in the learning environment held significant influence in student’s motivation.

Teacher related motivational influencers, including classroom management as well as the instructor’s personal presentation have also been noted as predictors of students' motivation levels. Alongside the top reported teacher related demotivators, students also reported that the teacher’s ability to adapt the lessons to modern technology was an important factor in their motivation and engagement.

Results of motivation studies on English language learners were also able to repeat these results in research conducted in 2018 by Reza Anggriyashati Adar. Adar reported that the most prevalent demotivational influencer in his participants reports was the teacher’s perceived lack of competence in the classroom.

#### 1.10.2 Other

While observing learners from around the world, some studies produced unique motivational influences that students found to be demotivational. While some of these events were unobserved in other situations

and studies they were reported as significant impactors of student's motivation within their respective studies. Others however had been reported by multiple sources but have yet to be catalogued into categories.

Students were additionally demotivated by the compulsory nature of their English classes, finding the study to be meaningless (Kim, 2015). Li & Zhou (2017), also note that they found similar demotivation in participants who were required to attend EFL classes as a degree requirement and found that the focus of their EFL learning had no clear study goals. Adding to the initial demotivation of required EFL study students found that exam-focused study in the EFL content was demotivating (Kim, 2015).

Unclear study goals were also a significant issue in the motivation of Chinese EFL learners. The unclear study goals cause students to lose motivation in their language learning. (Li & Zhou, 2017). Additionally, Students who do not develop a clear picture of their L2 Identity may find it hard to be or stay motivated due to the abstract concepts of language learning. The lack of a developed L2 identity may result in students being caught in a cycle of poor performance, reduced self-confidence, as well as, self-blame as their locus of control is external and unreliable in relation to their language studies (Kim, 2015).

The lack of meaningful purpose of language acquisition was also reported as a key influencer of motivation of Kim's study of EFL learners. The necessity of rote memorization to acquire good grades on tests without real world application left some students feeling demotivated in their studies as they felt that they lacked any deeper meaning as established by Kim, 2015. Situations that do not afford for students to apply their language skills outside of a classroom environment, demotivation is possible due to the significance of contextual influences. (Dörnyei, 2009).

## **2.11 Internal motivation in language learning**

Internal motivation also noted as intrinsic motivation or value, takes on a core definition with its value and motivation stemming from the enjoyment or pleasure that task-engagement brings as well as perceived, personal value. Intrinsic interest simultaneously can also be defined as "an interest to do something because it is considered as interesting or enjoyable." Deci & Ryan, 2000 P.55 in Adara, 2018). With the current focus on external demotivation, it is important not to ignore the influence of internal demotivation. The issue of which influences learner's motivation, or lack thereof more is still disputed, researchers are discovering deeper levels of impact. Iranian researchers Ghadirzadeh al., (2012) acknowledge in their study the possible influence of intrinsic demotivation. In their study researchers concluded that "Internal forces cannot be ignored as demotivating factors when studying them"

(Ghadirzadeh al., 2012). These findings are akin to the findings of Sakai and Kikuchi in 2008. The 2008 study by Sakai and Kikuchi focused on external motivational influencers, but their results also concluded that the internal influences must not be ignored. Adara (2018) states in agreement with the above findings that a lack of intrinsic motivation to learn English is the most salient factor in a student's motivation and implies that without this key element, additional attempts to motivate a student externally may be in vain. A student's lack of intrinsic interest in learning the target language may imply that the student's predisposition may affect deeper sentiments regarding the target language.

Because of these findings, some researchers have adopted the concept that students with a lower intrinsic motivation seem to be more intensely impacted by these three specific external factors: Teacher's competence, Teaching style and Inadequate school facilities. "Participants with almost no motivation and with a little motivation found the three factors to be more demotivating than other participants with moderate motivation and high motivation. In particular, lack of intrinsic motivation was more demotivating for less motivated learners than for more motivated learners" (Sakai & Kikuchi, 2008). Sakai and Kikuchi also note that motivated and less motivated learners tend to differ in their perception of what causes their demotivation. In agreement with Sakai & Kikuchi is Indonesian researcher Reza Anggriyashati Adara. In their study they found that internal motivation was a prevalent factor in the influence of external demotivators also, ranking internal factors as the second highest demotivation factor amongst the Indonesian students in the EFL learning process.

Additionally, the findings from Genc, Kuulsali & Aydin (2016) when looking at differences between self-reported high efficacy learners and lower ones revealed that these internal factors are influencing the motivation of L2 students just as the external factors. This is in line with the research conducted by Şener and Erol (2017) The research conducted by Şener and Erol (2017) found that Turkish students from a private high school exhibited a sufficient positively skewed correlation between motivation and self-efficacy to make claims that the two have a causal effect. These results are comparable to the results of Sakai and Kikuchi (2008) research which shows that participants reported higher levels of effects of external motivation the lower their own personal internal motivation was. Investigations such as these are why it is so important to grasp a deeper understanding of how motivation is attached to learning, especially in the language learning community.

### **3. Aim**

For the current analysis the researcher attempted to acquire information that assists in the understanding of students' motivation in learning a second or foreign language. The goal of the study is to report and analyze how students self-report their motivation over a five-week case study. Individual students reported their experiences while studying the Finnish language. From the participant population the researcher collected information. The following research questions were proposed:

1. What are the demotivating elements described by Finnish Language learners during a five-week case study?
2. How are the reported demotivating factors influencing the overall motivation of students?

## **4. Methods**

### **4.1 Participants and Context**

The current study consisted of participating students learning the Finnish language (N=8). The participants were actively involved in studying the Finnish language in various situations, places, and conditions. Students were presented with identical copies of the same series of questionnaires. Requirements to participate included: participants must be currently studying the Finnish language outside of any required studies, as well as willingness to participate in the study. Participants were informed, during their participation agreement, that the identities of all participants would remain anonymous during the study and, further, after the study, students were also informed that there would be no impact on grades based on their response to the study nor, would their choice to participate or not impact their studies. Participants were informed that they were also free to terminate participation at will.

### **4.2 Research Design**

The participants took part in identical copies of the survey, these surveys were intended to collect data during a five-week timespan, analyzing the different reported demotivational events participants encountered during the period of study as well as participants self-report motivational levels to study Finnish. The surveys included requests for information about participants' personal motivation during, participants' time, learning Finnish and personal motivation levels during each of the five weeks. During the five weeks of the study participants were also asked to elaborate on demotivational experiences they underwent during each week as well as indicate their motivational levels on Likert scale. The study was intended to construct a short case study outlining participants' motivation levels as well as influences described by the participants as demotivational during participants language learning journey and to gain a deeper understanding of the key demotivators experienced by language learners.

### **4.3 Case Studies and Questionnaire**

During the progression of the study, participants were to answer one survey every week inquiring about their interactions, demotivational experiences, and personal motivation during the past week. These surveys were released once a week on Wednesday evenings. The surveys were left accessible until Tuesday night of the following week. Ample time was provided each week, so all participants had the chance to fill out their survey on their own time. Data was not processed during collecting, instead

collected in an online file to be reviewed along with the final results. The survey was placed on a private Google form so that all participants would be able to interact with the survey on their own terms. Google forms was also used as it allowed the data to be saved in cloud storage, preventing any data loss due to technical malfunctions. It is important to note that participants' names and email addresses were also collected. The participants information was collected to assist in the organization of information. The contact information collected was also used to communicate with participants both during and after the study. Contact information was also saved to provide final results of the study as requested by participants.

#### **4.4 Week one**

Week one's survey started by collecting basic data on the participants' learning and personal confidence in using the Finnish language. The information collected for the first week was used as a foundation for establishing a baseline for each participant's motivation levels and experiences – clarifying that participants were qualified to participate in the study. Questions including “How do you currently feel about your language learning skills?” and “What situations do you feel confident in using only Finnish?” were included in the initial survey. Fundamental data was collected in the first section of the first week's survey to help understand possible connections and give depth to the qualitative data. The second section of the initial survey asked participants to complete a basic Likert scale based on self-efficacy principals. The Likert scale asked participants to reply to eight questions rating themselves and their personal perception of their learning skills, abilities, and motivation in learning overall on a scale from 1 to 7. A score of 1 implied that the participant did not agree with the statement at all and 7 stating that they completely agreed. Questions such as “I will be able to achieve most of the goals that I have set for myself” and “I will be able to successfully overcome many challenges.” were asked. These questions were later removed from the data set due to lack of participation and therefore lack of data. The third and final section of weeks one's survey consisted of the principal questions that would be repeated over the next four weeks verbatim.

#### **4.5 Weeks Two-Four**

Questions for the central section of the survey maintained a focus on the weekly experiences of participants. Questions located in the main section were focused on obtaining information about the demotivational influences experienced over the five weeks. Questions in the main section asked participants about the interactions they had during the week. These questions prompted participants to

report how they felt about the interactions. The questions consisted of open-ended short answer questions. The questions directly examined participants feelings about their demotivating experiences during the week. The repeated weekly questions included responding to statements such as, “I have felt uncomfortable, or have intentionally avoided using Finnish because of past interactions” and “I have seen photos online of overly complicated grammar structures, sad people or other demotivating memes.” Participants were asked to reply about the types of demotivating interactions they had experienced during the week, these replies were specific to individual weeks. Participants were asked as well to provide additional background information concerning the interaction in the section header for all questions. Participants had also been asked if they had any other demotivating experiences during the week outside of the experiences specifically mentioned in the survey. If the participants had any additional demotivating experiences, they were asked to explain them as well as their feelings about the event. After completing the section, participants answered short questions regarding their personal motivation for the week. The survey was repeated for weeks 2-4.

#### **4.6 Week Five**

During the fifth week of the study, the survey started with week one’s basic questions on personal confidence, as well as the personal motivation questions, posed in week one’s survey this also included the initial Likert scale. The weekly interaction questions were also included in the final survey. Week five’s questions, once more, were identical to the questions that participants completed every week over the course of the study. In addition to the weekly repeated questions, two sections were added to the final questionnaire. These additional sections asked participants to react and explain their personal feelings towards some online images referencing the emotions students may have during their Finnish language journey. Before being presented with the images, subjects were briefed with the following to explain the section: “Please explain your feelings about each photo. Explain if you have come across the photos before or if you have been exposed to similar materials.” After reacting to the media section of the final survey, participants were asked to conduct a self-evaluation about their progress and personal confidence in using the Finnish language. Finally, participants were also asked to share the grade they had achieved at the end of their current class. Participants were informed that answering this question was optional.

#### **4.7 Expunged Data and Pilot Study**

Week five’s participation required participants to react to images obtained from Finnish language learning groups and online searches. These images were presented to participants to gain written

responses to online media concerning Finnish language learning. Data collected from these images was not included in the results because of a lack of participation in the final week's survey as the small reply pool did not adequately provide information for any type of comparison. Additionally, this problem was seen in the replies to the final self-efficacy results, thus preventing the self-efficacy data from being included in the results. A brief pilot study was completed to analyze potential problems with the studies questions. Questions were edited accordingly, but unfortunately the pilot study did not indicate the lack of responses that caused data exclusions in the main study.



## **5. Analysis**

Due to the qualitative nature of the collected data, a limited number of participants were polled to participate in the current research. The limited number of participants was to allow deeper insight into the individual case studies, allowing for a more in-depth analysis of the reported motivation and demotivators.

### **5.1 Motivation**

Statements from participants were separated into both higher and lower motivation levels. The categories depicting higher and lower motivation levels were based on the motivation score they had provided during the week in which the individual provided the statement. These motivation scores were relevant to individual participant responses and were different every week. For a reported event to be qualified as part of the lower motivation group, the reporting participant must have recounted a motivation level of 5 or lower for the week on a scale of one to seven. To qualify for a higher motivation reported event, participants' motivation for the week must have been reported at a 6 or 7. The numbers to represent the motivational categories were decided by calculating the average of all reported motivation levels for events. The average motivation level from the recorded events equaled 5.68. As only whole numbers were used, the average was rounded up to 6 to create the lower limit for the higher motivation reports.

### **5.2 Division of Statements into Categories**

From the provided case studies 35 quotes were obtained and categorized based on the characteristics of the statement. These categories were based on the research conducted by Sakai & Kikuchi (2009), and Akay (2017), and encompassed six categories, namely Time to Study, Interpersonal Interactions, Personal Confidence, learning content/availability, Comprehension, and Other. In addition to providing categorization, the same two studies on demotivation in an EFL setting (Sakai & Kikuchi, 2009., Akay, 2017) set precedence for how the data was handled and coded into the categories.

In the analysis, the researcher divided the qualifying quotes into the six predefined categories. These categories were used to ascertain information about patterns that may be attributing influencers in the demotivation of Finnish language learners.

### **5.3 Category 1 – Time to study**

The qualification for a quote to be categorized into the first category of Time to Study was as follows: Quotation must reference that lack of time, ineffective scheduling, and/or the inability to procure sufficient time to study to one's own satisfaction. Examples of quotes obtained from participants that were coded into the 'Time to Study' category include: "Due to my schedules, I don't have enough time to study and practice. I [would] rather spend more time to study my major courses than Finnish language, and that makes my progress very slow"

*Keywords: Time, Schedule, plan.*

### **5.4 Category 2 – Interpersonal Interaction**

Qualifications for the second category Interpersonal Interactions required the statement referencing what has been said to an individual as well as any situation made demotivating for the participant by another person or directly by an individual's actions. Examples of quotes obtained from participants that were coded into the 'Interpersonal Interaction' category include: "When a Finnish person feels uncomfortable to speak Finnish with me because the person feels I do not know enough"

*Keywords: People, person, say.*

### **5.5 Category 3 –Personal Confidence**

The third category was Personal Confidence. Statements in the 'Personal Confidence' category reflect a participant's personal feelings about their progress or abilities. Examples of quotes obtained from participants that were coded into this category include: "Scared of being asked something I don't know and then I have to make them switch to English after they thought I would be speaking in Finnish."

*Keywords: scared, try, think.*

### **5.6 Category 4- Learning Content/Availability**

Category four, Learning Content/Availability. To be placed into the 'Learning Content/Availability' category participants' statements must involve information about the accessibility to materials or classes and or materials used for learning either in a classroom setting or in personal study. Examples of quotes obtained from participants that were coded into this category include "I wish there was more emphasis on simple phrases to get us started in real conversations rather than all grammar."

*Keywords: Teacher, Books, Time, Cost.*

### **5.7 Category 5-Comprehension**

Comprehension is the fifth category; statements in the ‘Comprehension’ category must be related to the participants self-reported understanding of the language. They must reference learning and/or understanding. Examples of quotes obtained from participants that were coded into this category include: “The speed at which people speak to me even when they understand that I am a foreigner”

*Keywords: struggle, difficult, grammar, understand.*

### **5.8 Category 6-Other**

The sixth category was labeled Other and was a catch-all for statements that did not directly fit into any of the above categories. There are no keywords or example quotations for the ‘Other’ category.

## 6. Results

### 6.1 What are the demotivating factors described by Finnish Language learning during a five-week case study?

Figure 3 consists of the categorical breakdown of participant's demotivational claims during the five-week study according to the respective factors too which statements of the participants could be organized based on the about six factorial categories determined by the researcher.

1. TIME TO STUDY
Just not having the time and therefore not advancing as much as I could
Lack of time
Not enough time
Too little time to study
Due to my schedules, I don't have enough time to study and practice. I rather spend more time to study my major courses than Finnish language, and that makes my progress very slow
2. INTERPERSONAL INTERACTIONS
People don't try to teach you but prefer to go directly to English
I have been in a public place attempting to speak Finnish and have had the conversation changed to English by the other person once they realized I am a foreigner
People that gave wrong information online
I find it demotivating when I still can't have a basic interchange[sic] of conversation without having to think of the phrase well in advance e.g. at a coffee shop.
I have been made fun of or patronized for my accent Ex. Being laughed at or asked to say hard words for the amusement of others.
People try to laugh at me for my mistakes, especially foreigners
When a Finnish person feels uncomfortable to speak Finnish with me because the person feels I do not know enough
3. PERSONAL CONFIDENCE
Scared of being asked something I don't know and then I have to make them switch to English after they thought I would be speaking in Finnish.
Tried to say some sentences and being too slow
Intentionally avoided using Finnish because of past interactions
sometimes I avoid it when I am exhausted
4. LEARNING CONTENT/AVAILABILITY
Teacher uses simple forms in place of more complex and common ones
lack of vocabulary
I lack the right vocabularies to express my thoughts.
The study material is not reliable.
Books meant to teach Finnish completely in Finnish
Number of classes themselves
Would be easier tough if classes weren't [sic] at 8.15

How long it seems to take to get to a B2 level, if even A1 seems so far away  
 I wish there was more emphasis on simple phrases to get us started in real  
 conversations rather than all grammar  
 Seeing phrase composition and complex forming words that are opposite to my  
 languages and are hard to translate even for a Finnish native  
 Cost of study materials is too expensive

#### 5. COMPREHENSION

Complicated grammar  
 Struggling to understand only Finnish  
 Not being able to understand  
 Speed at which people speak to me even when they understand that I am a  
 foreigner

#### 6. OTHER

It's an uphill battle for sure  
 When people try to tell me it's not a language widely spoken in the world  
 I have nobody to speak Finnish with.

**Figure 3. Demotivational Categories**

The six research categories that were created based on the reported demotivational events experienced by participants over the five weeks of the study were based on established research in the demotivation in language learning field of education and motivational research. The current research found similarities to the leading research pertaining to the types of events that language learners find demotivating. 1. Time to Study 2. Interpersonal Interactions 3. Personal Confidence 4. Learning content/ability 5. comprehension 6. other

These categories summarized the overarching types of demotivation mentioned by participants. The six categories reported in the presented study exhibit similarities to previous studies conducted on demotivation in the field of language learning.

Factor 1 *Time to Study*. Here students reported time constraints as a major issue in the motivation while studying Finnish. Participants made statements such as *Due to my schedules, I don't have enough time to study and practice. I rather spend more time to study my major courses than Finnish language, and that makes my progress very slow.*

students claim to not be afforded enough time to study the language appropriately.

Factor 2 *Interpersonal Interactions*. Participants in the current study are part of a unique situation that most EFL learners are not normally presented with. 66% of participants were living in Finland at the time of the study. Thus, affording them the opportunity for them to use Finnish in their everyday life. None the less EFL students still experienced demotivators that, if they had been recorded in the current

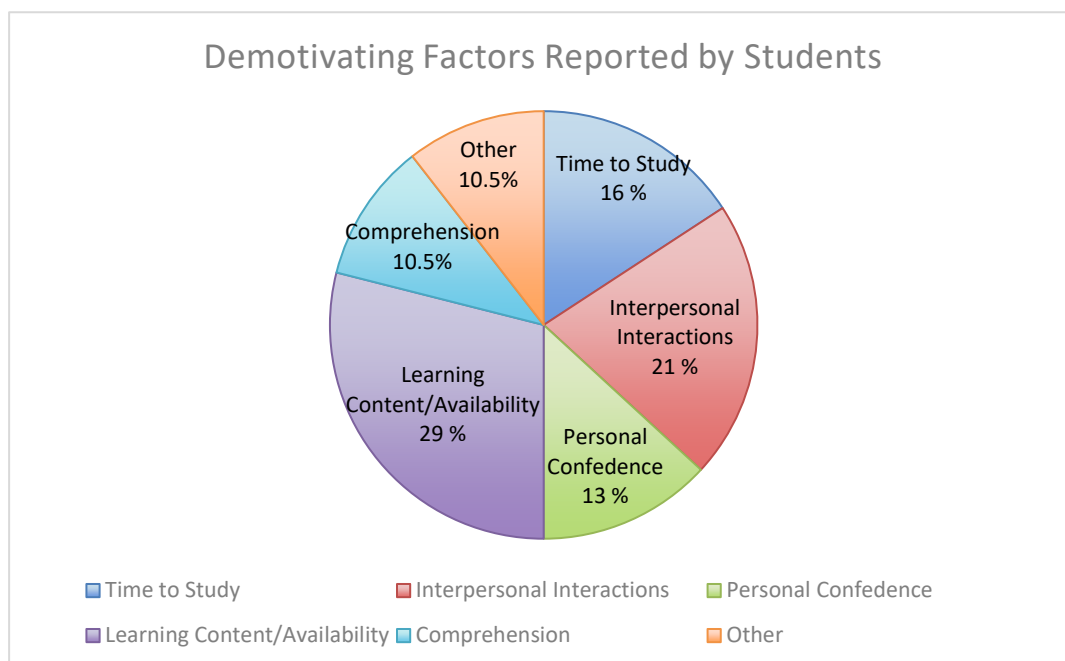
study, would fall into the second factor of interpersonal interactions such as their interactions with teachers and fellow students.

Factor 3 *Personal Confidence*. A learner's confidence in themselves and their performance seems to be a poignant factor in learner motivations. Finnish language learners stated in the study that they would be timid in their use of the language for fear of making a mistake and having to switch in English, due to (other person) switching, thus missing out on the chance to practice the language. Some participants stated the personal confidence factor was so influential on them that they would even go as far as avoiding speaking Finnish in some situations due to past interactions.

Factor 4 *Learning Content/Availability*. Finnish language learning students respect the fact they have found a lack of vocabulary demotivating during their journey. These students all specifically "wish there was more emphasis on simple phrases to get us started in real conversations rather than all grammar". Availability of learning content is also a major factor in students' motivation without easy and affordable access to the materials students can get frustrated as they attempt to keep up in classes without equal opportunity to achieve personal and academic goals.

Factor 5 *Comprehension*. Students reported difficulties in learning the language and it's complicated grammar as a demotivator for Finnish language studies. Reports of demotivation due to comprehension are prevalent in Finnish learners – made statements commenting on the "complicated grammar" and "Struggling to understand only Finnish". Similarly, Aladdin's study revealed that non-Muslim Malay students were also demotivated by the complications that occurred in the Arabic language.

Factor 6 *Other*. Finnish Language students also state other demotivating events that did not fit into the categories above. One student stated they found it demotivating "I have nobody to speak Finnish with." This sentiment is also found by learners of both Arabic and English.



**Figure 4. Percentages of categories represented in the data**

Figure 4 is representative of the overall percentages of recorded events by factor regardless of motivation. With  $\Sigma=38$  totaled repotes, the most common reported demotivators felling into Factor 4, Learning Content/Availability with 29% or 11 reports of statements being recorded in this section. With participants contributing statements such as “Teacher uses simple forms in place of more complex and common ones”

Factor 2 Interpersonal connections consists of 21% of the replies record consisting of 8 quotes. Participants marked these types of demotivators with statements such as “I have been made fun of or patronized for my accent Ex. Being laughed at or asked to say hard words for the amusement of others”. These quotes compile the second largest factor within the study. 16% of the recorded demotivators fell into factor 1 Time to study. Reporting demotivators such as “Just not having the time and therefore not advancing as much as I could” With 6 quotes contributing to this section.

Five quotes were coded into factor 3 resulting in Personal Confidence contributing 13% of the recorded demotivation statements including “tried to say some sentences and being too slow” as demotivating.

Category 5, Comprehension and category 6 Other both were recorded at 4 quotes each, thus respectively representing 10.5% of the recorded statements. Factor 6 represented quotes that were recorded but did not clearly fit into other categories. Participants were quoted explaining events such as being told “When

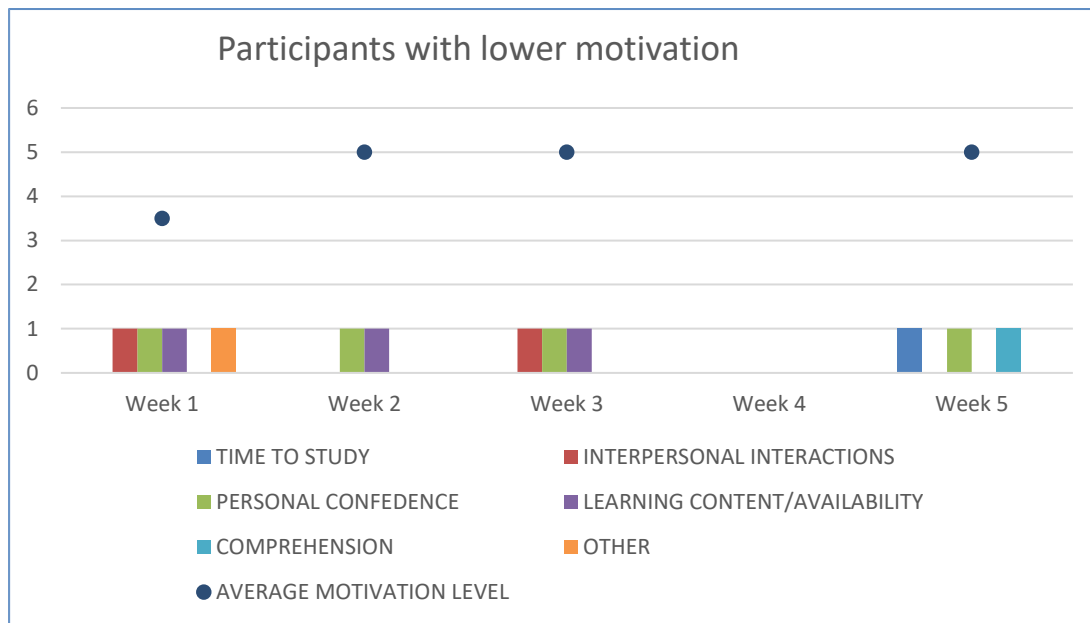
people try to tell me it's not a language widely spoken in the world". Factor 5 was represented with statements such as "Struggling to understand only Finnish".

Finnish Language learners reported that the most occurring demotivational events for them were represented by external demotivators. Showing the groups including their resources for learning and the interaction with others in their day to day life occurred most often in a demotivational way. Breaking down the reported frequency it is possible to start seeing patterns in students feelings on what things are demotivational for them.

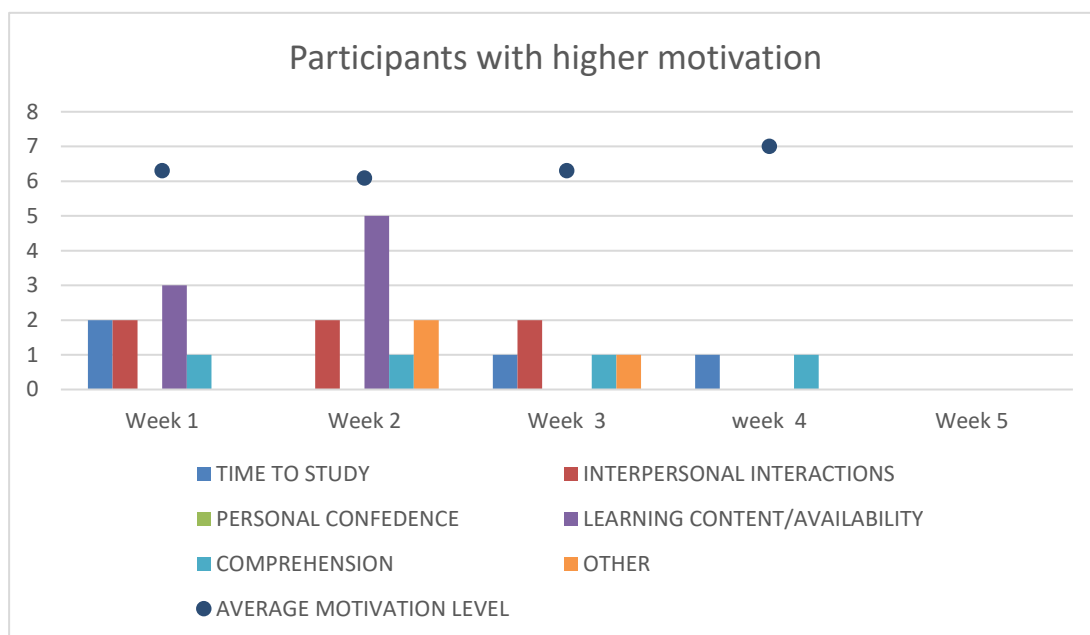
## **6.2 How are the demotivating experiences interacting with student's overall motivation?**

As comparative look at both lower and higher motivated students weekly reported demotivators, the researcher analyzed the average levels of motivation compared to the reported events for each of the 6 categories. Tables 5 and 6 provide a visual representation of the number of occurrences the reported as demotivators according to both higher and lower motivated participants during each week of the study. Colored columns are exhibiting the separate categories providing a visual for the amount of recorded timed events related to that factor were reported. The dots placed on the chart represent the average level of motivation reported by the group for the week.





**Figure 5 Recorded demotivation events within lower motivated participants divided into weekly by factor with weekly average motivation.**



**Figure 6 Recorded demotivation events within Higher motivated participants divided by weekly by factor with weekly average motivation.**

### 6.2.1 Recorded numbers of demotivation events

Figure 7 provides a cross-tabular look at the number of recorded demotivational events while comparing both the higher and lower motivated participants,

providing a glimpse at the numerical differences between groups and reported demotivators across the entirety of the study and providing the differences between the two groups as well as the total number of reported events for both groups. The reported number of demotivational events provides insight into the differences between the higher and less motivated students showing hints that higher motivated students may struggle more with external forces while students who are comparatively less motivated show signs of having being more strongly influenced by internal influences.

<b>Time to study</b>	
Lower motivated participants	1
Higher motivated participants	4
<b>Interpersonal Interactions</b>	
Lower motivated participants	2
Higher motivated participants	5
<b>Personal Confidence</b>	
Lower motivated participants	4
Higher motivated participants	0
<b>Learning content / Availability</b>	
Lower motivated participants	3
Higher motivated participants	8
<b>Comprehension</b>	
Lower motivated participants	1
Higher motivated participants	3
<b>Other</b>	
Lower motivated participants	1
Higher motivated participants	3
<b>Totals</b>	
<b>Total Lower motivated participant's reported events</b>	<b>12</b>
<b>Total Higher motivated participants participant's reported events</b>	<b>23</b>

**Figure 7. Cross Tabulated results of High and Low motivation students dependent on their respective categories.**

#### 6.2.2 Percentages of reported demotivating Influences between groups analysis.

Figure 8 elaborates the percentages of both the higher and lower motivated participants responses reported for each of the six established categories. Elaboration on how students who are more motivated show lower tendency to report events demotivating if they report higher levels of motivation but, are not exempt from the effects of internal demotivators. Similarly, students who fell into the lower level of motivated learners exhibited demotivational factor, 'Personal confidence, based on their own personal

feelings consisting of 100% of the reported statements comprising that factor. Students who feel into this lower motivation category also scored high in reporting categories placed into factor 6 other with 75% of the statement being attributed to them.

Categories	Higher motivation	Lower motivation
Time to study	80%	20%
Interpersonal Interactions	71%	29%
Personal Confidence	0%	100%
Learning content /Availability	73%	36%
Comprehension	75%	25%
Other	25%	75%

**Figure 8. exemplifies the percentages of reported events by factor as related to motivational categories.**

## 7. Discussion

### 7.1 RQ 1 What are the demotivating factors described by Finnish Language learning during a five-week case study?

Despite cultural and linguistic differences, language students have reported similar demotivational themes. After comparing the results of previous research completed on demotivational influences and the reported demotivational events from the current study of Finnish language learners, it becomes apparent that both groups of learners share similar themes in the events that demotivate them as learners. Multiple similarities become apparent while analyzing the reported demotivators across studies. ESL and EFL students reported demotivators often coincide with the reports obtained from students participating in the current study. Participants' reports emphasized that these aspects are pertinent to their learning environment. Participating Finnish language learners reported the individual demotivators experienced as being influential on their language learning. In regard to these experiences, the current findings indicate that Finnish language learners receive the most demotivational influence from: learning content/availability, interpersonal confidence and to a lesser extent comprehension and other factors. These factors align with previous studies on demotivational aspects that influence Learners of other languages.

Learning content and availability of teaching materials was reported the most often as demotivating by the participating Finnish language learners. Learning materials are essential to the procurement of knowledge and the expanse of information. The importance of learning content and availability of teaching materials for motivation was recorded as in multiple other research including Vakilifard (2020) who found that learners reported this theme as demotivating as recently as 2019. The reports of Vakilifard in cumulation with reports from Ghadirzadeh al., (2012)., Akay, (2017)., Li & Zhou, (2017)., Kikuchi, (2009)., and Kim, (2015). Allude to a prevalent issue. The content of the materials presented to students evoked strong emotional responses from both learners of Finnish and learners of other languages represented in previous research. The quality and price of materials were reported as demotivators in previous studies of EFL learners. Finnish students also found learning materials to be costly stating that the "Cost of study materials is too expensive".

Additionally, participants reported interpersonal interactions as the second most salient demotivational influencer on their language learning. Interactions and socialization are key points of language use and learning. Interactions both in and regarding the target language play a role in the L2 identity of the learner thus influencing their personal motivation while learning. Interpersonal interactions as a theme was reported by multiple participants. While not all students found the same interactions demotivating,

students did report that the interactions between them and their perceived social group had influences on their level of motivation. Interpersonal interactions as demotivators have appeared in the studies of ESL and EFL learners as well as the participants learning Finnish. With researchers Li and Zhou, (2017), Ghadirzadeh al., (2012) and Sakai and Kikuchi, (2009) finding that peers, teachers and Parents interactions to be demotivating while Finnish language learners reported public interactions to have an influence on their motivation it cannot be ignored that socialization in language learning plays a role in learner motivation.

Studies completed by researchers such as Li and Zhou (2017) as well as that of the 2012 study from Ghadirzadeh al., (2012), whose survey was directly based on the 2009 study by Sakai and Kikuchi, have yielded similar results as that found by the current research and this topic, finding that Interpersonal interactions as an influencer may have significance within the language learning community. It appears that learners are seeking social approval of not only language skills but usage. Finnish learners appear to seek the same types of approval from public interactions.

The third most mentioned demotivator amongst the Finnish learners was the amount of time they have to devote to their studies. Time to study the language had influence on both learners participating in the current study and had been an additionally salient factor in the reports from Aladdin, (2013) emphasizes the importance of the influence on time constraints to studying a language. Replies elaborate on the influences of less available timetable and their perceived demotivational effects on students learning. Students studying Finnish found it difficult to stay motivated during their language studies due to overloaded course schedules. Student found themselves prioritizing their core curriculum over language studies. Similarly, it was reported that inconvenient class times were thought to be demotivational by a Finnish learner. Time constants of the student's life influenced their study motivation according to Aladdin as well as student's own personal time management. In this situation learners agreed that the amount of time and schedules of classes are influence on student's feelings toward the class.

The fourth most commonly reported demotivational category was personal confidence. Personal confidence appears to influence a large variety of language learners. Lack of individual confidence is found to demotivate Finnish language learners – finding not only their test scores and writing competence to be influential, learners mention the notion that interactions while speaking Finnish also to be demotivating. The general inability to use that language was reported to affect the motivation learners experienced during their learning. Finnish learners report electing not to use Finnish in situations due to fear of incompetence, failure and the impact of past reactions from native speakers. Participants were worried about making a mistake and having the interaction switched into English; a language they felt

more confident in over the less known Finnish, returning to a language they had established a consistent identity in. As well as the current studies participants, participants of both Ghadirzadeh al., (2012)., Kim, (2015)., and Li and Zhou, (2017) in addition to Finnish language learners found that the expectation of failure was also demotivating.

To a lesser extent comprehension, or rather the lack of, was reported as demotivating by the participants learning Finnish. Lack of comprehension of the language was reported as a demotivational factor by Finnish language learners. Finnish language learners found themselves to be demotivated due to failed attempts at communication in the target language. Participants found themselves to be demotivated as they failed to understand context of a conversation or were unable to complete tasks in the target language due to lack of understanding. The demotivation from lack of comprehension is comparable to that of findings from previous work—comprehension in the form of test scores (Kim, 2015), conversational feedback as well as interactions during class were reported by previous studies as having a demotivational influence on students. Finnish learners reported complicated grammar and struggling to keep up with the speed of a conversation to be key demotivators during their language learning journey.

Other practicalities were reported as demotivational amongst students. Finnish language learners also reported finding themselves feeling demotivated when reminded of the small number of speakers of the Finnish language and the lack of practicality outside of the country, as well as the lack of ability to use Finnish with another speakers. In a similar fashion, the study completed by Kim (2015) found that students were demotivated by the lack of practicality of English in their field of study. previous studies have also noted that “significant others” is an important demotivational category to keep in mind as other factors outside of the established categories may also play roles in the learner’s motivation levels (Li & Zhou, 2017). Demotivating events categorized into the events reported by learners included teacher practices, and practicality of the target language on a global scale. Finnish language learners were reported as feeling demotivated by being reminded of the lack of worldwide use of the Finnish language. While EFL/ESL students have mentioned their own lack of personal motivation in English learning being related to the lack of use of English in their life, studies as well as their profession, the previous statement of Finnish learners being demotivated by the lack of linguistic reach of their target language alludes to a larger problem in Finnish learner motivation; demotivation in learning the language being linked to the perception of the language.

Additionally, students did not mention feeling that Finnish learning lacked a real purpose for them, nor did Finnish learners state that they found their teacher to be a factor in their demotivation. while Teachers practices and classroom conduct were not reported as a demotivating factor in the participating Finnish

language students it cannot be ignored that this was a prevent demotivator in past studies. Teachers and their methods were a frequently mentioned factor in English learner's motivation level as noted by Kikuchi (2009)., Akay (2017)., Adara (2018)., Li & Zhou (2017)., and Ghadirzadeh al., (2012)). Since Teachers practices were a prevalent influencer in multiple studies of motivation in language learning; this factor was reported as a top motivational influencer by: Adara, (2018)., Sakai & Kikuchi, (2009)., Akay, (2017)., Komlosi-Ferdinand, (2019)., Kim, 2015, Aladdin, (2013)., and Ghadirzadeh al., (2012). Yet, was absent in the self-reports obtained from Finnish language learners. It calls in to question the reasoning for the lack of reporting of similar demotivators amongst Finnish learners.

While overall language learners reported similar themes of demotivation, the specifics within categories varied dependent on language and region. Language learning students as a whole appear to exhibit the same emotional responses to similar situations and demotivation events. While students report different individual events that influence their overall levels of motivation. The types of events recorded from both Finnish learners and participants of other studies seem to be comparable to one another. These similarities suggest that linguistic and cultural differences may play fairly small role in the types of incidents influencing motivation. However, it may suggest that some groups are more susceptible to specific types of demotivational events than others. Overall, it is recommended that deeper look should be taken into the demotivational influences reported by learners individually, based on the learners target language and geographical location as these may influence a learners motivational levels as well as the consequences experienced in their language learning journey.

## **7.2 How are the demotivating experiences influencing students overall motivation?**

The second main finding of this study has to do with connections between motivation levels and the types of demotivation learners experience while having different levels of motivation. The current research affords information that specifies the differences observed amongst these learners. Participants learning Finnish reported overall high levels of motivation. Despite the high reported levels of motivation differences in the reported demotivational aspects were evidently divided by motivation level. Most distinctly, participants grouped into the lower motivation group were the only ones to report factors in the personal confidence category. The present research finds that less motivated students had reported more demotivational events related to learning content compared to other influences that were reported. The data is not clearly representative of the categories that are more demotivating while examining the results.

These findings are consistent with previous research. Meaningful differences between motivational groups of learners of English have been noted (Şener & Erol, 2017) This is further accompanied by studied stating students studying English reported different and varying levels of demotivation while studying (Mirza, Khatoon, & Lohar, 2018).

Motivated learners may feel influenced by demotivational events, but results cannot conclusively state the differences as of the current study. However, the current research affords insight into the differences between learners with higher motivation and those who still maintained a high level of motivation but, report themselves as being on the lower end of high motivation levels – specifically in reference to Finnish language learners. The results afford a new glance into how the level of motivation experienced by learners has possible influences over how they perceive experiences related to their language learning as in the present study participants reported high levels of motivation but, still reported varied demotivators relative to their reported motivational level .

### **7.3 Alternative explanations for results**

The present study affords an important look into language learning motivation. Collecting research from a homogeneous group of learners, specifically from the same class, may afford for some of the discrepancy in the types of demotivation that occurred with-in the study. For example, students from either motivational group did not mention their teacher or the teacher's methods as demotivating as found in multiple previous studies such as Sakai & Kikuchi, 2009. It is possible that the participants of the present study deemed that the teacher's methods were satisfactory. Participants may have failed to report teacher aspects and a demotivator for fear of repercussions despite being informed that there would be none, no matter how participants replied. However, the replies of the 66% of students attending Oulu University do not account for the 34% of students who were not attendees of the University. Students in attendance at other universities also did not report demotivation influences related to teacher's methods. This may indicate that teacher proficiency is held in good regard by Finnish learners at university level.

Intrusive aspects regarding the homogeneity of the group as well as sample size may be relevant to the outcome of the current research due to the limited availability of Finnish language learners at the university Most participants attended the same Finnish language learning classes — as the participating classroom was the only Finnish learning environment offered by the university. Uniformity within the group may have an impact and because of this, it may be suggested that the reported demotivators are more reflective of the specific group of learners rather than the entire population of Finnish language learners.



The absence of lack of practicality as demotivator can be accounted for because the participants of the study were either currently located in Finland or had plans to immigrate to the country, thus affording them with a meaning for their language studies to assist in integration with the general population.

When taking into consideration the previously mentioned information it is also important to note that attendance to level of Finnish required for the studied course was voluntary. Students choosing the observed level of study as well as those majoring in the language had personally chosen to study it. More than 66% of students were attending Finnish classes on their own volition, having already completed their mandatory language requirements for degree completion. The additional 34% consisted of students majoring in Finnish language and culture as well as students learning Finnish for personal and relationship growth thus, eliminating the chance of compulsory nature of the studies as a demotivator. The voluntary nature of the classroom may have also helped to contribute to the overall high reported level of motivation for these students. The voluntary nature may also be involved in the learning process thus, influencing what students find demotivating. Research by Adara (2018) reports that the most prevalent demotivational factor in their participants was lack of intrinsic motivation.

While the results of the current study reflect some of the findings of the previous studies in language learning motivation, it must be considered that alternative influences may have swayed the responses of Finnish language learning participants. Additionally, results may have been influenced by the overarching high motivation levels of participants.

Other options that may have skewed the data results is lack of motivation to complete the five-week study. The lack of consistency discovered in the current study alludes to the possibility of a lapse in data. Because of the consistency lapse It is important to consider the results in context as well as understand that fluctuating motivation levels may have influenced the data causing misinterpretations of what the researcher considered to be higher and lower motivation level experienced by participants during the study.

## 8. Conclusion

The overall aim of the current study was to analyze and acquire information that can assist in the understanding of students' motivation in the process of learning a second language. The present study focused on the motivation of students to further acquire skills in the Finnish language on their road to fluency. The study focused on reporting and analyzing how participating students self-reported their motivation and influential events over a five-week time frame. During the case study, the researcher aimed to analyze the influencers contributing to their demotivation as well as comparing the influencers to those reported by other language learners as well as explore possible influences that these elements may have on motivation.

The first main finding of the research elaborates on the reported influencers that cause demotivation amongst Finnish language learners. Similarly to previous studies (Sakai & Kikuchi, 2009), participant's reports were classified into six categories Time, Interpersonal Interactions, Personal Confidence, Learning Content/Availability, Comprehension and Other All of which elaborated on the fields of demotivating experiences reported by the participants.

The second main finding of this study provided deeper insight into the individual differences experienced by learners of Finnish and those of other languages. Finding that reported demotivators from learners of Finnish are similar to those reported by ESL/EFL learners including influencers such as peer, and parental interactions. (Li & Zhou, 2017., Ghadirzadeh al., (2012)., and Sakai & Kikuchi, 2009). Most interestingly participating learners of Finnish did not mention teacher practices as a demotivating influencer in their language learning journey as had been referenced in previous studies (Adara, 2018., Sakai & Kikuchi, 2009., Akay, 2017., Komlosi-Ferdinand, 2019., Kim, 2015., Aladdin, 2013., and Ghadirzadeh al., (2012).

The third main finding of this study elaborates that language learners report different demotivators relative to their levels of motivation, even amongst highly motivated learners. Participants grouped into the lower motivation groups differed slightly in the amount of reported demotivators. This result is similar to some findings from previous studies (Sakai & Kikuchi, 2008). Students participating in the present study who, reported lower levels of motivation also were the only participants to report personal confidence events as demotivating.

## **8.1 Implications**

The results of the current study afford insight about the types of self-reported demotivational influences experienced by learners of the Finnish language. The presented findings elaborate on the self-reported demotivators as described by learners of the Finnish language. Reported demotivators exemplify the demotivating influencers unique to this group of Finnish language learners; finding that the Finnish language learners reported being negatively influenced by: Time to study, interpersonal interactions, personal confidence, learning content and availability, comprehension as well as other significant influences. Findings from the reported demotivators were compared with reported demotivators from previous studies, finding that while Finnish learners report similar influences as demotivating, they also have demotivators not recorded by other learner groups. Additionally, the reported events differed from the participants with higher motivation compared to those reporting lower motivation.

The findings in the study provide insight into the motivational factors as well as the influencers present on learners of the Finnish language. This insight may have implications on other languages across the world that are less spoken as compared to English. These results also imply that personal necessity for acquisition of a specific language may play a role in what types of demotivators influence learners; elaborating that motivation doesn't behave identically in every language and learning circumstance.

## **8.2 Limitations and Future Research**

Limitations of the current research relate directly to data collection. A small population sample led to an especially small sample size of which data was collected from. The current research was also limited by the frequency on which participants responded. Irregular replies as well as non-completions were a common occurrence during the study. Thus, creating difficulties in stringing together cohesive case studies. In addition to the aforementioned limitations the participants as a whole self-reported an overwhelmingly high levels of motivation throughout the study, as high as an average of 5.68 on a 7-point Likert scale. This swayed the data in favor of students already possessing a high level of motivation. These conditions lead to the construction of a small data pool with a higher than expected level of motivation. These are elements that may limit the reach of the current study.

The results of the current study present qualitative data on the demotivational factors, ideas and motivational influences as related to Finnish language learners – not represented in the lingua franca. Future research on the implications of differences between demotivators in language learning requires a larger sample population to draw conclusions on differences and demotivators specifically related to

Finnish language learning. Further research is required to draw conclusions on the differences in motivational influencers specifically related to learners of the Finnish language. Additionally, more extensive research on other languages, and their reported demotivators, with a smaller global reach such as: Swedish, Icelandic or Hmong could broaden the understanding on how motivation is linked to language learning.

## **9. Evaluation**

### **9.1 Validity and Reliability**

During the proceeding of the current research and data collection, the researcher took precautions to ensure the validity of the collected data. To ensure proper collection and representation of the data, the researcher followed the five standards established by Eisenhart and Howe, 1992. These standards and how the current research follows them are outlined below.

Standard one is interconnected to alignment between questions, the association between research questions, data Collection procedure, including analysis techniques (Eisenhart & Howe. 1992). From the initiation of the research, it was aimed to afford a qualitative perspective of the experiences and motivation levels as reported by the participants. Research questions were designed with the research intent in mind. Likert scale motivational analysis as well as categorization standards based on the studies (Sakai & Kikuchi, 2009) were used to ascertain the collected data.

The second standard is linked to proper application of the collected data and techniques of analysis (Eisenhart & Howe, 1992). The three surveys were designed after feedback provided from a brief pilot study. This was created to ensure the validity of the participants responses and afford the most representative responses from the weekly serves presented to participants as well as used to identify potential flaws in the surveys. In relation to the analysis techniques, categorization followed patterns established by abductive reasoning based on the precedent set by Sakai and Kikuchi (2009). Motivation levels were established relative to the mean motivational level of the group.

Standard three is connected to the use and connection of prior knowledge, linking the presented research with previous data collection and techniques to assure that the study will afford credible conclusions (Eisenhart & Howe, 1992). The current study contains previous theories and empirical findings. These are used as a basis for establish a base as well as comparing framework. These established theories were quintessential in the development of research questions, categorization and method of collection.

The fourth standard is related to internal and external constraints as associated to values. External constraints relate to the value of the research as linked to education (Eisenhart & Howe, 1992). The current study concentrated on the understanding of motivation and demotivation in language learning. It is based on the need for diversity, of what language is being studied by participants, in current studies analyzing the motivational influences of language learners. As these issues have mostly been researched on English language learners, circumventing learners of other languages including Finnish. Internal

constraints consider the principals and ethics followed during the research process (Eisenhart & Howe, 1992). The ethical standards of this study were based on the principles of the Finnish National Board on Research Integrity (2009). These standards as well as how they had been followed is further detailed in section 9.3.

Fifth standard is comprehensiveness, as related to the quality of the alignment of research with the aforementioned standards (Eisenhart & Howe, 1992). In the presented study, the five standards established by Eisenhart and Howe were considered during all phases of the study. Examples of this can be seen in the theoretical framework; established categories were integrated into the current studies reports. This study was established to further understand demotivational influences on language outside of the lingua franca.

## **9.2 Ethical issues**

The 2009 established ethical principles of the Finnish Board on Research Integrity were followed in the current study; this was done to avoid harm and to protect the information of all participants of the current study. All participants of the study were informed before, during and after that participation was done under a voluntary basis. Participation or lack thereof would have no influence on a student's studies nor would the replies to the survey. Participants were informed of the research topic with no need for concealing the nature of the study.

Collected emails and names were used strictly for organizational purposes and kept and kept anonymous to any outside knowledge. Participants were informed weekly that their information was anonymous and would be kept as such to all influence's sans the researcher. Participants were also informed of their rights to discontinue their participation in the study at any point of their choosing as well as their rights to withdraw from the study.

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## **Appendix 1: Weekly e-mails**

Participants received weekly emails updating them with the most recent survey.

### **Week 1 email:**

Hello everyone and thank you for participating!

Here is the link to week one. In addition to asking how you feel, we are also getting some basic information. Your information will remain private during and after the study.

[Click here to go to the survey.](#)

Thank you again

Jenn

### **Week 2 email:**

Hello everyone and thank you for your participation in week 1! Your participation means a lot and hopefully contribute to helping other learners of Finnish. I have closed the first week and have opened week 2. Week 2 is much shorter than week one but has similar questions! Thank you again your participation is so important to this study.

[https://docs.google.com/forms/d/e/1FAIpQLSfAhWC4kV9tw8QpUQiRwQ6CXBjUOJ2t5V\\_NCXkD3sG\\_Is-neQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfAhWC4kV9tw8QpUQiRwQ6CXBjUOJ2t5V_NCXkD3sG_Is-neQ/viewform?usp=sf_link)

Thank you again

Jenn

### **Week 3 email:**

Hey everyone! Hope your week was well! This is the link for week 3. Hope your test was well and good luck on the speaking final!

[https://docs.google.com/forms/d/e/1FAIpQLSfrK6rOYE3qROt9w3Q-6-X3HiJf\\_JwA9YupdVYBhD-8wDNTA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfrK6rOYE3qROt9w3Q-6-X3HiJf_JwA9YupdVYBhD-8wDNTA/viewform?usp=sf_link)

Jenn

**Week 4 email:**

Hey everyone and happy Wednesday! we are on our second to last week! thank you again for all of your help!

[https://docs.google.com/forms/d/e/1FAIpQLSeqKS7oC98JMlpC\\_PQM2ID4bf5ZTchA-xfcV7y55IEwrqrbBQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeqKS7oC98JMlpC_PQM2ID4bf5ZTchA-xfcV7y55IEwrqrbBQ/viewform?usp=sf_link)

Jenn

**Week 5 email:**

Hey everyone, we have reached our final week! For anyone who has not had time to fill out week 4 I have left it open here:

[https://docs.google.com/forms/d/e/1FAIpQLSeqKS7oC98JMlpC\\_PQM2ID4bf5ZTchA-xfcV7y55IEwrqrbBQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeqKS7oC98JMlpC_PQM2ID4bf5ZTchA-xfcV7y55IEwrqrbBQ/viewform?usp=sf_link)

This link here is for the final week, week 5:

[https://docs.google.com/forms/d/e/1FAIpQLSd2TNDqfXOXIZJ6MR4fJ6oBo6OTQnu\\_-39BGli7bO660nAXZQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd2TNDqfXOXIZJ6MR4fJ6oBo6OTQnu_-39BGli7bO660nAXZQ/viewform?usp=sf_link)

## Appendix 2: Weekly surveys

### Weeks 1 and 5

Weeks one and five consisted of identical questionnaires. Both were sent with following prefix:

This form is for week [number] of data collection.

All personal information will remain confidential between researcher and only be used to sort participants responses.

The questions for weeks 1 and 5 are in following table:

What is your email:	Email
What is your name:	Name
What is your motivation for learning Finnish?	Long answer
Are you part of any social media learning for Finnish? How do they make you feel?	Long answer
How do you currently feel about your language learning skills?	Long answer
Why would you like to learn Finnish?	Long answer
Do you feel confident in your current Finnish language skills?	Long answer
What situations do you feel confident in using only Finnish?	Long answer
What type of communication do you feel most confident communicating in?	Long answer
Have you found it difficult to attend classes or find self-study find materials?	Long answer
I will be able to achieve most of the goals that I have set for myself	1-7 Likert scale
when facing difficult tasks, I am certain that I will accomplish them	1-7 Likert scale

In general, I think I can obtain out comes that are important to me	1-7 Likert scale
I believe I can succeed at most any situation to which I set my mind	1-7 Likert scale
I will be able to successfully overcome many challenges	1-7 Likert scale
I am confident that I can perform effectively on many different tasks	1-7 Likert scale
Compared to other people, I can do most tasks very well	1-7 Likert scale
Even when things are tough, I can perform quite well	1-7 Likert scale
I have been in a public place attempting to speak Finnish and have had the conversation changed to English by the other person once they realized I am a foreigner	Long answer
I have seen photos online of complicated grammar, sad people or other demotivating	Long answer
I have been asked Why I am learning Finnish in a condescending way	Long answer
I have been told Finnish is “too hard” “very difficult” “you will never learn it” or other references of the sort implying that I will not be able to reach my goal	Long answer
I have been made fun of or patronized for my accent Ex. Being laughed at or asked to say hard words for the amusement of others.	Long answer
I have made a grammatical mistake and people taken it too literally	Long answer
I have felt uncomfortable or have intentionally avoided using Finnish because of past interactions.	Long answer
I have	Long answer

Experienced other demotivating interactions such as:	
What other situations or circumstances do you find demotivating while learning Finnish?	Long answer
What is your motivation level today for learning Finnish?	Long answer
How confident do you feel with new materials from lessons?	1-7 Likert scale
What other situations or circumstances do you find demotivating while learning Finnish?	1-7 Likert scale
Any additional information that you would like to provide on your learning experience?	Long answer

### **Weeks 2, 3 and 4**

Questions for weeks 2-4 were prefixed with following:

This form is for week [number] of data collection.

All personal information will remain confidential between researcher and only be used to sort participants responses.

The questions for weeks 2-4 are in following table:

Email address:	Participants email
What is your name:	Participants name
I have been in a public place attempting to speak Finnish and have had the conversation changed to English by the other person once they realized I am a foreigner	Long answer
I have seen photos online of complicated grammar, sad people or other demotivating	Long answer
I have been asked Why I am learning Finnish in a condescending way	Long answer

I have been told Finnish is “too hard” “very difficult” “you will never learn it” or other references of the sort implying that I will not be able to reach my goal	Long answer
I have been made fun of or patronized for my accent Ex. Being laughed at or asked to say hard words for the amusement of others.	Long answer
I have made a grammatical mistake and people taken it too literally	Long answer
I have felt uncomfortable or have intentionally avoided using Finnish because of past interactions.	Long answer
I have  Experienced other demotivating interactions such as:	Long answer
What other situations or circumstances do you find demotivating while learning Finnish?	Long answer
What is your motivation level today for learning Finnish?	Long answer
How confident do you feel with new materials from lessons?	1-7 Likert scale
What other situations or circumstances do you find demotivating while learning Finnish?	1-7 Likert scale
Any additional information that you would like to provide on your learning experience?	Long answer